

Independence High

School Accountability Report Card Reported Using Data from the 2017—18 School Year California Department of Education

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

Contact Information (School Year 2018—19)

District Contact Information (School Year 2018—19)	
District Name	Liberty Union High
Phone Number	(925) 634-2166
Superintendent	Eric Volta
E-mail Address	voltae@luhsd.net
Web Site	http://luhsd.net

School Contact Information (School Year 2018—19)	
School Name	Independence High
Street	929 Second St.
City, State, Zip	Brentwood, Ca, 94513-1137
Phone Number	925-634-2589
Principal	Mr. Guy Rognlien, Principal
E-mail Address	rognlien@luhsd.net
Web Site	http://luhsd.net/independence
County-District-School (CDS) Code	07617210730572

Last updated: 1/28/2019

School Description and Mission Statement (School Year 2018—19)

Independence High School (IHS) is a unique learning environment. It is a voluntary, alternative education program for students within the Liberty Union High School District (LUHSD) boundaries. Students are responsible for learning material on their own with assistance from their teacher and support from home.

Our Wheel program format has students attending IHS at least once a week and seen by each CORE subject matter teacher (except mathematics), during a one and a hour period (same day). Students also have the opportunity to participate in electives on or off the Wheel. Students receive weekly assignments at that time and are expected to spend a minimum of 20 hours a week on academic work. All Mathematics courses take place on site and in a classroom setting for a minimum of three hours a week. Students also have the opportunity to take small group enrichment and support classes and/or to attend drop-in tutoring sessions for all subjects. Student schedules are created each semester and based on the individual needs. Student progress on standards, and credits are recorded and communicated through quarterly progress reports and semester grades. IHS works well for students who possess the self-initiative and determination to complete academic coursework on their own. This program does not work for all students.

Independence is an accredited high school through the Western Association of Schools and Colleges (WASC) in which students pursue their educational opportunities mainly outside the classroom, yet within the framework of the educational requirements of the Liberty Union High School District and the State of California. The nature of the independent study program gives students the opportunity to personalize their instruction and the freedom to utilize resources and activities to create an exciting and flexible educational experience. While attending IHS, many students take courses concurrently at the local community colleges. Our highlighted school-wide programs are our Student Leadership program and our Outdoor Wetlands Learning program (OWL program).

Student Leadership program is designed to provide time and training to better assume the responsibilities required of student leaders. Emphasis is placed on development and application of leadership skills and on the actual organization and functionality of school activities and functions. The OWL program is a cross disciplinary program that brings environmental science education into all of our core subjects and focuses on bringing students into our local delta estuary for hands on learning experiences. We have partnered with government, business and non-profit organizations to monitor, test and maintain our local watershed from the local creek to the estuary where our local rivers meet the Bay. The goals of the program are to engage our students in local environmental issues, provide them with relevant jobs skills for local industry and increase their interest in their education overall.

Independence High School provides a learning environment where all students feel valued and unique. Our school and programs are tailored to meet students' individual needs and incorporates individual learning styles, interests, aptitudes and passions. Students learn and practice the self-discipline necessary for future success.

Our Motto is *Inspiration *Dedication *Graduation

Our Mission is to inspire all students to learn by providing opportunities for academic achievement and personal success.

Our Vision is that all students will graduate as self-directed learners who are effective, clear communicators and responsible citizens prepared to compete globally in the 21st century.

Student Learning Outcomes-

Upon graduation students will be . . .

1) self directed learners who:

- use high order thinking skills of application, analysis, synthesis and evaluation in practical situations
- demonstrate technological literacy by using skills to calculate, solve problems, and collect data
- develop a personal career path and/or educational plan

2) effective, clear communicators who:

- read, write, speak, and listen reflectively and critically
- convey and understand ideas, feelings, and beliefs through written and oral expression
- utilize technology effectively to convey ideas and share learning

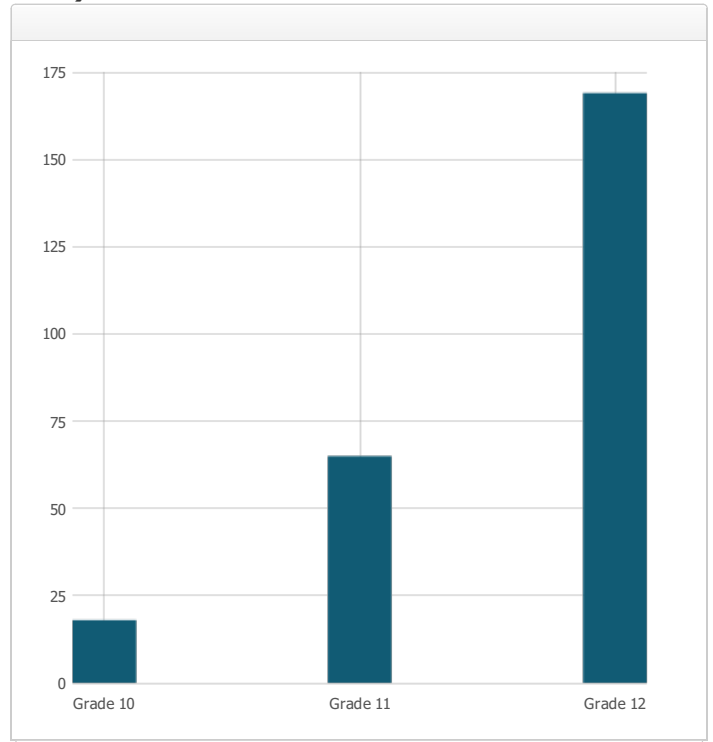
3) responsible citizens who:

- advocate for themselves in order to make the transition into the world of work or future education
- contribute to the welfare of self, the school community, the environment, and the world
- demonstrate respect for diversity of culture, language, and opinion

Last updated: 1/18/2019

Student Enrollment by Grade Level (School Year 2017–18)

Grade Level	Number of Students
Grade 10	18
Grade 11	65
Grade 12	169
Total Enrollment	252



Last updated: 11/29/2018

Student Enrollment by Student Group (School Year 2017–18)

Student Group	Percent of Total Enrollment
Black or African American	9.9 %
American Indian or Alaska Native	1.6 %
Asian	2.4 %
Filipino	0.8 %
Hispanic or Latino	30.6 %
Native Hawaiian or Pacific Islander	0.8 %
White	48.8 %
Two or More Races	5.2 %
Other	-0.1 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	35.3 %
English Learners	6.0 %
Students with Disabilities	13.1 %
Foster Youth	%

A. Conditions of Learning

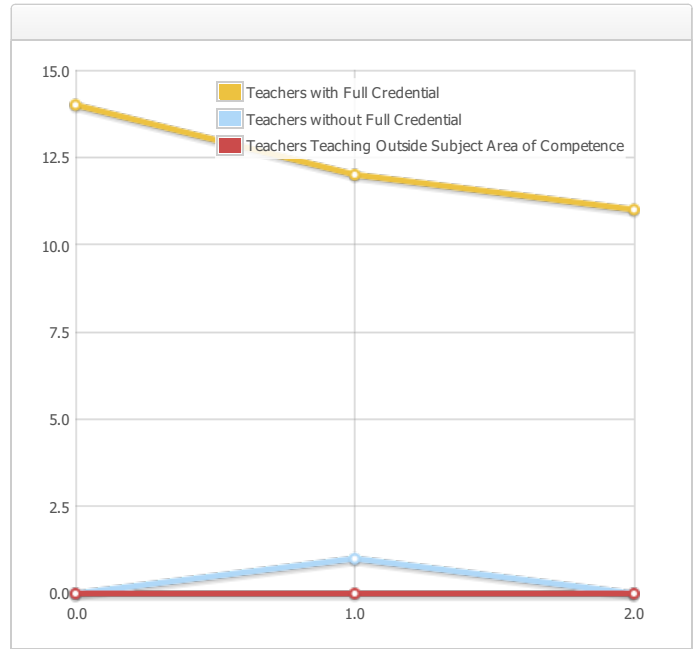
State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

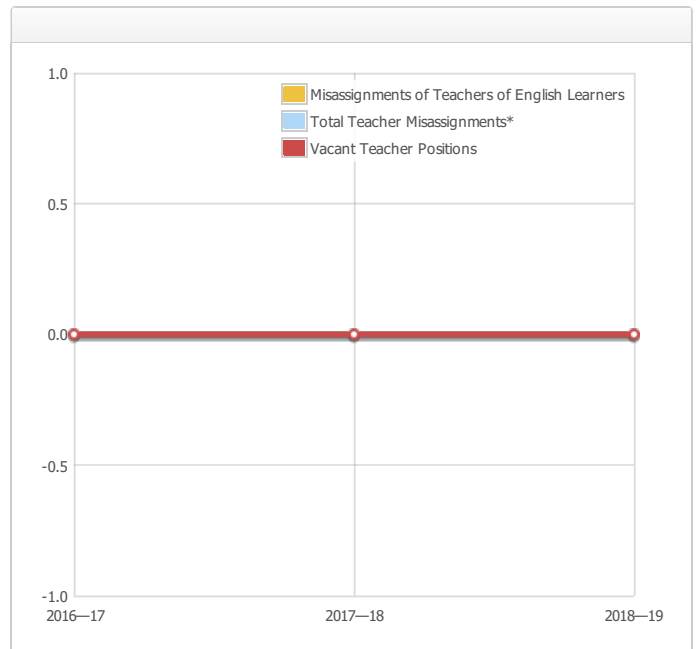
Teachers	School 2016—17	School 2017—18	School 2018—19	District 2018—19
With Full Credential	14	12	11	356
Without Full Credential	0	1	0	11
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 1/18/2019

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016—17	2017—18	2018—19
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0



Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.
 * Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 1/18/2019

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018—19)

Year and month in which the data were collected: November 2018

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	<ul style="list-style-type: none"> English 9,10,11,12: Springboard, CollegeBoard, Adopted: 6/2016 Novels – Adopted 2011: Romeo & Juliet, To Kill a Mockingbird, Antigone, The Catcher in the Rye, Night, Things Fall Apart, Their Eyes Were Watching God, The Crucible, Into the Wild, Pygmalion, Othello, The Arrival, Macbeth, The Great Gatsby AP English, 50 Essays, 3rd ed., Bedford, Adopted: 2/2014 ELD – EDGE Fundamentals Level A,B,C, Hampton Brown, 2014, Adopted: 5/2007 ELD Novels, Hampton Brown, Adopted 2014 	Yes	0.0 %
Mathematics	<ul style="list-style-type: none"> Algebra 1, BIG IDEAS Learning Algebra 1 Common Core, Larson, HMH, Adopted: 9/2014 Geometry, BIG IDEAS Learning Geometry Common Core, Larson, HMH, Adopted: 9/2014 Algebra 2, BIG IDEAS Learning Algebra 2 Common Core, Larson, HMH, Adopted: 9/2014 Pre-Calculus – with Limits, Cengage, 4th, Adopted: 7/2017 AP Calculus – Calculus, Graphical, Numerical, Algebraic, 5th ed., 2106 Finney, Demana, Waits, Kennedy, Addison Wesley Longman, Pearson Pub., Adopted: 6/2001 Statistics – Modeling the World, Prentice Hall, Bock, Velleman De Veaux, 4th ed., 2014, Adopted: 6/2008 AP Statistics, Modeling the World, Prentice Hall, Bock, Velleman De Veaux, 4th ed., 2014, Adopted: 6/2008 Applied Math – Practical Business Math, Prentice Hall/Pearson, Adopted: 11/2014 	Yes	0.0 %
Science	<ul style="list-style-type: none"> Earth Science, Holt Earth Science CA, Allison, Degaetano, Pasachoff, Adopted: 6/2007 Biology, Biology, McDougal Littell, Adopted: 6/2007 Chemistry in the Community, 5th, 2012, WH Freeman, Adopted: 6/2007 Physics, Holt Physics, Serway and Faughn, Adopted: 6/2007 Environmental Science, Holt McDougall, 2013, Adopted: 5/2005 AP Biology – Biology: The Unity and Diversity of Life, Star Thompson Pub., 11th ed., 2006 AP Chemistry – The Central Science, Pearson, 14th, Adopted: 5/2018 Biotechnology – Science for the New Millenium, 2012, EMC, Adopted: 1/2007 Entomology – Fundamentals of Entomology, Prentice Hall, Richard J. Elizinga, 6th ed., Adopted: 1/2006 ELD – Earth Science & Biology Cycles of Life, Hampton Brown, Adopted 2014 	Yes	0.0 %
History-Social Science	<ul style="list-style-type: none"> History Alive!: World Connections, TCI, Adopted: 5/2018 History Alive!: Pursuing American Ideals, TCI, Adopted: 5/2018 Government Alive!: Power, Politics, & You, TCI, Adopted: 5/2018 Geography Alive!: Regions & People, TCI, Adopted: 5/2018 Econ Alive!: The Power To Choose, TCI, Adopted: 5/2018 AP World History – Give Me Liberty, Prentice Hall, Stearns, 5th edition, Adopted: 1/2016 AP US History – 'Give Me Liberty', 5th edition, W.W. Norton, Adopted: 1/2016 AP Human Geography - Human Geography in Action, Kuby, 6th ed., Wiley, Adopted: 1/2014 AP Economics – Economics: Principles, Problems & Policies, McGraw Hill, 20th ed., Adopted: 7/2015 AP Government – American Government, 10th edition, McDougall, Littell, Wilson, and Dilulio, Adopted: 7/2006 AP European History – History of Western Society, McKay, 8th ed., HMH, Adopted: 2006 AP Psychology – Myers Psychology, 2nd ed., 2014, Worth, Adopted: 12/2011 ELD – World History, US History, Government, Economics, Hampton Brown, Adopted 2014 	Yes	0.0 %
Foreign Language	<ul style="list-style-type: none"> Spanish 1-4 – Realidades, Pearson, Adopted: 7/2015 French 1-4 – T'es Branche, EMC/Paradigm Publisher, Adopted: 7/2015 German 1-3 – Portfolio Deutch, Klett-Langenschiedt, Adopted: 7/2015 Mandarin Chinese 1-3 – Zhen Bang, EMC Adopted: 2/2014 	Yes	0.0 %
Health	<ul style="list-style-type: none"> Health – Glencoe Health, Mary. H. Bronson, McGraw Hill, 2015, Adopted: 6/2008 	Yes	0.0 %
Visual and Performing Arts	<ul style="list-style-type: none"> Intro to Art History - Gardner's Art Through the Ages, 15th ed., 2016, Cengage, Adopted: 7/2002 Theater Arts 1, 2, 3 – Basic Drama Projects, 8th edition, Tanner, Fran Averett, Perfection Learning Corporation, 8th ed., 2004, Adopted: 1/2008 Beginning Art – Art Fundamentals, 9th edition, McGraw Hill, Adopted: 7/2002 Intermediate Art – The Annotated Mona Lisa, Andrews & McMeel, Carol Strikland, Adopted: 7/2002 AP Art History – Garderner's Art Through the Ages, 15th, 2016, Cengage, Adopted: 7/2002 	Yes	0.0 %
Science Lab	N/A	N/A	0.0 %

Eqpmt (Grades 9-12)

Note: Cells with N/A values do not require data.

Last updated: 12/3/2018

School Facility Conditions and Planned Improvements

Site currently in good condition. Many exterior lights have been upgraded to LED and landscaping improvements made including tree trimming.

Last updated: 1/28/2019

School Facility Good Repair Status

Year and month of the most recent FIT report: July 2018

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

Year and month of the most recent FIT report: July 2018

Overall Rating	Exemplary
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Last updated: 1/28/2019

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students Grades Three through Eight and Grade Eleven Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
English Language Arts / Literacy (grades 3-8 and 11)	31.0%	43.0%	68.0%	58.0%	48.0%	50.0%
Mathematics (grades 3-8 and 11)	6.0%	7.0%	32.0%	31.0%	37.0%	38.0%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Last updated: 11/29/2018

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017—18)

CAASPP Assessment Results – English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	128	123	96.09%	43.09%
Male	63	59	93.65%	35.59%
Female	65	64	98.46%	50.00%
Black or African American	--	--	--	
American Indian or Alaska Native				
Asian	--	--	--	
Filipino	--	--	--	
Hispanic or Latino	34	34	100.00%	32.35%
Native Hawaiian or Pacific Islander	--	--	--	
White	67	62	92.54%	48.39%
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	35	34	97.14%	32.35%
English Learners	--	--	--	
Students with Disabilities	11	--	81.82%	11.11%
Students Receiving Migrant Education Services				
Foster Youth	--	--	--	

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 11/29/2018

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2017—18)

CAASPP Test Results in Mathematics

Disaggregated by Student Group, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	128	123	96.09%	7.32%
Male	63	59	93.65%	6.78%
Female	65	64	98.46%	7.81%
Black or African American	--	--	--	
American Indian or Alaska Native				
Asian	--	--	--	
Filipino	--	--	--	
Hispanic or Latino	34	34	100.00%	8.82%
Native Hawaiian or Pacific Islander	--	--	--	
White	67	62	92.54%	8.06%
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	35	34	97.14%	17.65%
English Learners	--	--	--	
Students with Disabilities	11	--	81.82%	
Students Receiving Migrant Education Services				
Foster Youth	--	--	--	

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 11/29/2018

CAASPP Test Results in Science for All Students Grades Five, Eight and High School Percentage of Students Meeting or Exceeding the State Standard

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Subject	School 2016–17	School 2017–18	District 2016–17	District 2017–18	State 2016–17	State 2017–18
Science (grades 5, 8, and high school)	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

Last updated: 11/29/2018

Career Technical Education (CTE) Participation (School Year 2017–18)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	0
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	0.0%
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	0.0%

Last updated: 12/7/2018

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2017–18 Pupils Enrolled in Courses Required for UC/CSU Admission	93.3%
2016–17 Graduates Who Completed All Courses Required for UC/CSU Admission	6.2%

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2017—18)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
9	--	--	--

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 12/19/2018

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2018—19)

Opportunities for involvement include School Site Council, Safety Committee, English Learners Advisory Committee as well as individualized meetings with teachers, support staff, and administrators through the RTI process. The ways we communicate with parents; phone, postal mail, email, Parent Portal (AERIES data base that allows real-time parent and school communication), Blackboard Connect (mass communications that enables us to reach anyone, anytime), Back to School BBQ, Open House, Honor Roll, new student orientations, weekly "evenings with administration", along with our website and social media accounts.

Parents may contact the school directly by calling 925-634-2589 or by accessing our website at <http://luhsd.net/independence> to obtain more information or make direct contact.

State Priority: Pupil Engagement

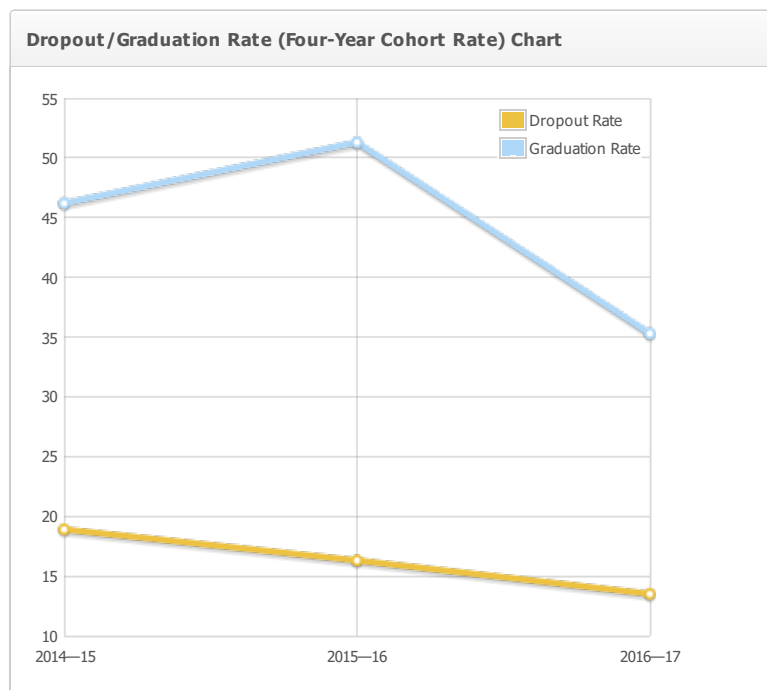
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2014—15	School 2015—16	District 2014—15	District 2015—16	State 2014—15	State 2015—16
Dropout Rate	18.9%	16.3%	3.4%	2.8%	10.7%	9.7%
Graduation Rate	46.2%	51.3%	90.5%	91.2%	82.3%	83.8%

Indicator	School 2016—17	District 2016—17	State 2016—17
Dropout Rate	13.5%	2.6%	9.1%
Graduation Rate	35.3%	89.2%	82.7%



For the formula to calculate the 2016—17 adjusted cohort graduation rate, see the 2017—18 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

Last updated: 11/29/2018

Completion of High School Graduation Requirements - Graduating Class of 2017 (One-Year Rate)

Student Group	School	District	State
All Students	53.0%	87.4%	88.7%
Black or African American	55.6%	87.6%	82.2%
American Indian or Alaska Native	100.0%	80.0%	82.8%
Asian	50.0%	89.7%	94.9%
Filipino	100.0%	91.7%	93.5%
Hispanic or Latino	45.3%	83.7%	86.5%
Native Hawaiian or Pacific Islander	50.0%	93.3%	88.6%
White	60.0%	89.4%	92.1%
Two or More Races	16.7%	90.5%	91.2%
Socioeconomically Disadvantaged	52.8%	72.1%	88.6%
English Learners	8.7%	40.5%	56.7%
Students with Disabilities	12.5%	62.8%	67.1%
Foster Youth	0.0%	54.6%	74.1%

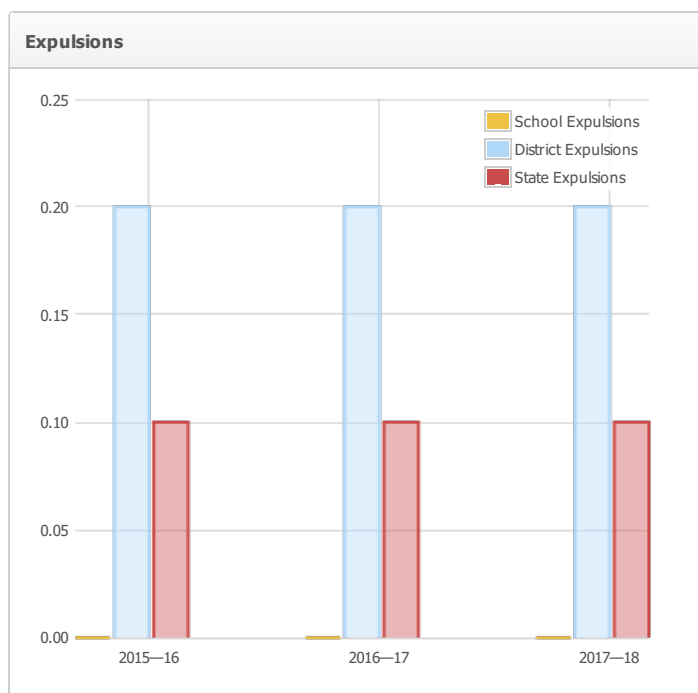
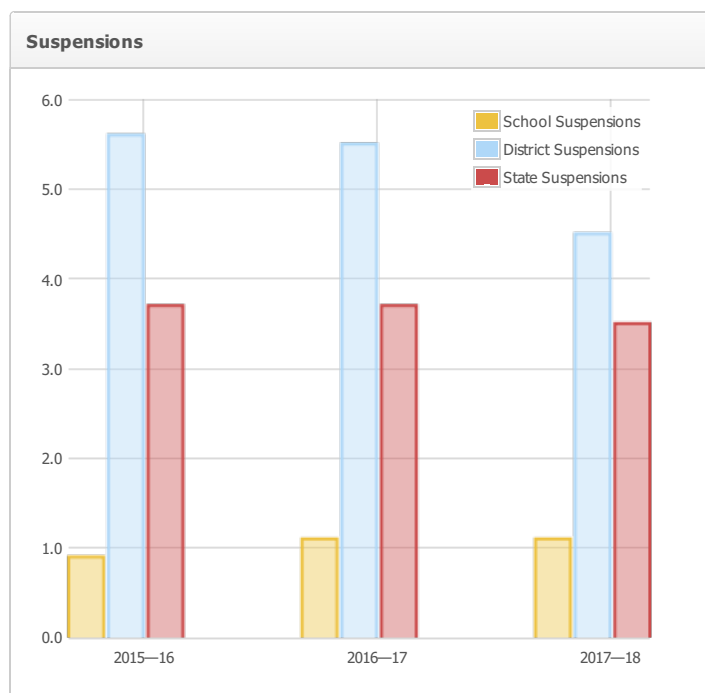
State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

	School	School	School	District	District	District	State	State	State
Rate	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18
Suspensions	0.9%	1.1%	1.1%	5.6%	5.5%	4.5%	3.7%	3.7%	3.5%
Expulsions	0.0%	0.0%	0.0%	0.2%	0.2%	0.2%	0.1%	0.1%	0.1%



Last updated: 12/19/2018

School Safety Plan (School Year 2018—19)

Each site updates their Emergency and School Safety Plans on a yearly basis. Standard Operating Procedures (S.O.P.) were developed for all staff members dealing with safety issues. Quarterly, the District meets with students to address safety issues on campus.

Last updated: 12/20/2018

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Secondary) (School Year 2015—16)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	4.0	95		
Mathematics	51.0		1	2
Science	5.0	43		
Social Science	4.0	88		

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2016—17)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	4.0	74		
Mathematics	57.0			3
Science	6.0	36		
Social Science	4.0	74		

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2017—18)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	4.0	60		
Mathematics	35.0	1	2	4
Science	4.0	32		
Social Science	4.0	65		

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Last updated: 11/29/2018

Academic Counselors and Other Support Staff (School Year 2017—18)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1.0	265.0
Counselor (Social/Behavioral or Career Development)	0.0	N/A
Library Media Teacher (Librarian)	0.0	N/A
Library Media Services Staff (Paraprofessional)	0.0	N/A
Psychologist	0.4	N/A
Social Worker	0.0	N/A
Nurse	0.0	N/A
Speech/Language/Hearing Specialist	0.0	N/A
Resource Specialist (non-teaching)	0.0	N/A
Other	0.0	N/A

Note: Cells with N/A values do not require data.

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Last updated: 1/18/2019

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2016—17)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$13717.1	\$10115.0	\$3602.1	\$68014.8
District	N/A	N/A	\$7684.1	\$72995.4
Percent Difference – School Site and District	N/A	N/A	31.6%	-6.8%
State	N/A	N/A	\$7125.0	\$85815.0
Percent Difference – School Site and State	N/A	N/A	--	--

Note: Cells with N/A values do not require data.

Last updated: 11/29/2018

Types of Services Funded (Fiscal Year 2017—18)

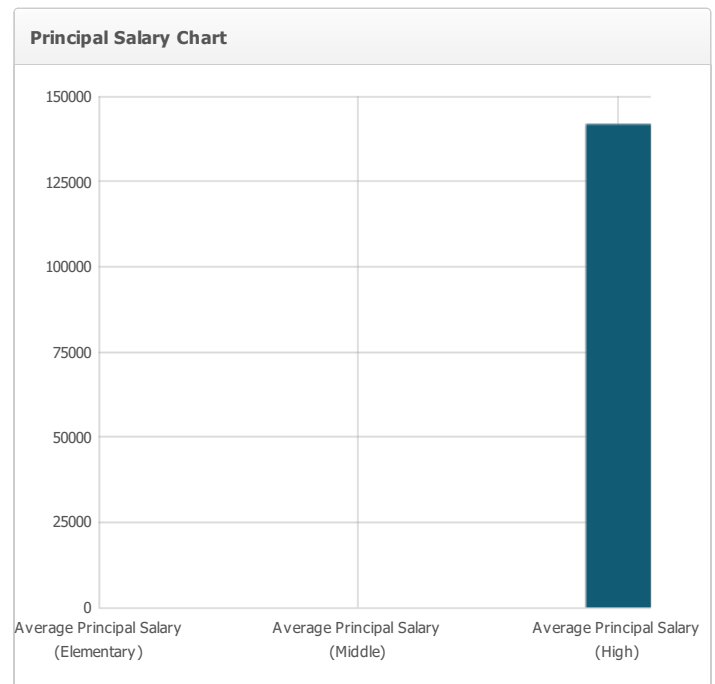
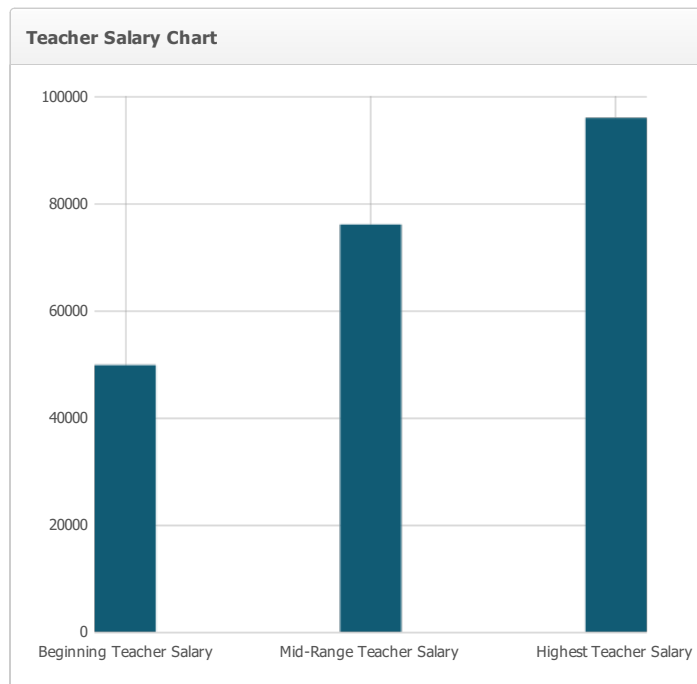
The Liberty Union High School District spends approximately \$9,916.47 annually per student for this site. This includes all education costs ranging from direct salaries of teachers, custodial and maintenance, facilities, utilities, and administration. It also includes costs of support services such as counseling, library and media services, and special State and Federal categorical funds.

Last updated: 11/29/2018

Teacher and Administrative Salaries (Fiscal Year 2016—17)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$49,797	\$50,747
Mid-Range Teacher Salary	\$76,028	\$86,127
Highest Teacher Salary	\$95,948	\$106,915
Average Principal Salary (Elementary)	\$	--
Average Principal Salary (Middle)	\$	\$136,636
Average Principal Salary (High)	\$141,770	\$150,286
Superintendent Salary	\$197,046	\$238,058
Percent of Budget for Teacher Salaries	36.0%	34.0%
Percent of Budget for Administrative Salaries	4.0%	5.0%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.



Last updated: 11/29/2018

Professional Development

Focus areas for professional development are based upon Local Control Accountability Plan (LCAP), assessment data, district Strategic Plan, the Common Core State Standards (CCSS) and the Next Generation Science Standards (NGSS). We have content coaches for English Language Arts, Science and Math to help focus on improving student achievement and improving the delivery of curriculum. Train the Trainer model is also used annually for teachers to become trainers. In addition, we hold two district-wide Professional Development Days during the school year, for all classroom teachers, along with 13 late school start Professional Development Days for all classroom teachers. Each school site also has Professional Learning Communities (PLC's) for the purpose of teacher collaboration, data analysis, sharing best practice and curriculum development.

Professional Development is conducted in a variety of ways, including sessions after school, during the school day, over breaks. With the support of McREL and West Ed. Report, the site content coaches and teacher trainers are expanding their knowledge of how to better assist our teachers to better education all our

students. Our three-week Summer Institute Series was created to offer teachers an additional source of content specific trainings based on student/teacher needs. Individual site instructional content coaches also provide in class professional development. Specific Special Education trainings and conferences are held for Para's throughout the year. Along with 9 classified training options offered through Human Resources along with individual conference/training requests. PAR mentors meet with individual PAR teachers quarterly to coach on specific areas of improvement. PAR teachers may also attend specialized trainings to support their improvement efforts. Our Induction Program provides training and support to participating teachers, Induction mentors and administrators to improve classroom practice by responding to the diverse cultural, social, and academic needs of all students. Principal's and District Administration use instructional rounds to help identify and support instructional strategies and curriculum implementation in the classroom.

Last updated: 12/3/2018